

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher May 2023
Review:	May 2024
To be reviewed by:	Steve Parry & Rachael Jurkiw
Committee responsible:	P&PC

1. Introduction

At Dunkirk Primary School we believe in the fundamental importance of a broad and balanced curriculum on a child's future academic achievement, wellbeing and success in life. Ensuring that pupils leave our school as curious and reflective citizens who have a positive impact on their community, both local and global.

This document covers the wider curriculum subjects taught at Dunkirk. However, the overarching pedagogical principles will remain the same and every lesson will:

- build on in small steps of learning
- support pupils to understand key concepts, presenting information clearly
- check pupils understanding, identifying and correcting misconceptions
- embed key concepts into the long-term memory enabling pupils to apply them fluently

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom, the roles of parents and governors, and what the school does to create an effective learning environment. It is not a definitive list but a guide and an outline of expectations.

This policy should be read in conjunction with the following policies: Teaching and Learning, Feedback and Marking, Assessment and Appraisal.

As a Leadership team we will ensure that:

- timetabling ensures that wider curriculum subjects are taught
- staff receive the necessary CPD to be experts in their subject
- curriculum design is regularly reviewed to assess impact
- subject leaders are given the time to design, review and monitor their curriculum area
- support of SEND, EAL and PP will remain a core principle

2. Curriculum Aims

The Dunkirk ACT curriculum enables children to have knowledge of the world that deepens and inspires thinking, allowing for curiosity, questioning and critical reflection. An ambitious, broad and balanced curriculum is facilitated through the subjects and our curriculum is designed to promote success for all, particularly disadvantaged pupils and those with SEND. By utilising a range of purposeful assessment methods, alongside staff's in-depth knowledge of our pupils, we ensure that all pupils receive the necessary feedback to succeed.

About the world	Pupils are taught the specific subject knowledge which is essential for to be well-rounded and educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. By knowing more and remembering more through reducing cognitive load, daily retrieval practice and ensuring that the taught knowledge is broken down into small chunks which are taught systematically and explicitly, our pupils will have a strong understanding of concepts which are embedded into their long-term memory, allowing them to apply it fluently.
Create	Pupils will apply expert knowledge through a variety of skills. By utilising explicit worked examples, staff will be able to support pupils to represent their knowledge successfully utilising a variety of mediums. By building upon previous learning, pupils can work towards a clearly defined end point which results in a variety of high-quality work.
Take action	Pupils will utilise all of their knowledge and skills to become confident, empowered learners who can make a difference to the world, developing in many diverse aspects of life. Giving pupils a voice, allowing them to challenge discrimination, think critically and stand up for what they believe is right, ensures that we are allowing our pupils to engage in a lifelong journey of personal development. We will ensure that pupils are well-prepared for their adult lives, playing an active, responsible and respectful role in the wider community.

These curriculum aims are underpinned by our school value and vision:

We value:

- Problem Solving
- Responsibility
- Independence
- Determination
- Empathy

Our Vision:

That everyone:

- is inspired to learn as part of a research and discussion-based learning community
- has the drive to improve their skills and qualities by critically reflecting on their current performance and taking ownership of their improvement
- finds collaborative learning enriching and challenging
- is willing to take calculated risks and innovate

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Other staff

Curriculum lead

At Dunkirk, we are committed to ensuring that the full curriculum is taught and that our subject leaders are equipped with the knowledge and skills to carry out their role effectively, therefore positively impacting pupil outcomes.

Our curriculum leader is responsible for ensuring that subject leaders are supported in their role and clear on:

- The strengths and areas for development of their subject
- How to improve outcomes for pupils
- Necessity of accessing network meetings and up to date on the latest research
- The key substantive and disciplinary knowledge pupils need to learn
- The sequencing and planning of the curriculum
- How their subject can be adapted to meet the needs of all pupils
- What pupils should learn and by when
- Identifying clear assessment points

Subject leaders

At Dunkirk, our subject leaders play a vital role in analysing and building appropriate provision in their subject and cultivating staff's pedagogical content knowledge to maximise learning for all pupils. Their key purpose is to ensure that pupils make progress through each year group, acquiring and applying key knowledge, so that they at least meet the agreed age expectations in a subject.

This is achieved by:

- Securing high quality teaching
- Ensuring that planning meets the requirements of the school's agreed curriculum
- The effective use of resources

Key elements of the subject leadership role include:

Intent

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum

Implementation

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge building on prior learning
- Leading professional development
- Providing guidance and support to colleagues
- Overseeing assessment
- Promoting the subject and championing the subject with colleagues and pupils

Impact

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement

5. Organisation and planning

See our EYFS policy for information on how our early years curriculum is designed and delivered with the support of our subject leaders.

At Dunkirk Primary School, we value the diversity of backgrounds of all pupils, families and wider school community. Our curriculum is very much underpinned by a global approach to learning with

termly themes that draw on the perspective of our own country and that of other people in other countries.

The Department for Education states that there is a need:

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process;
- Respect for the basis on which the law is made and applies in England;
- Support for equality of opportunity for all;
- Support and respect for the liberties of all within the law;
- Respect for and tolerance of different faiths and religious and other beliefs.

Our school ACT curriculum reflects British values in all that we do and teach. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be enquiring, creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. For a more information, please look at our British Values Statement.

Alongside this, we actively teach and promote the learning of physical, moral and emotional development through our RHSE Discovery curriculum. The objective of RHSE is to compliment the ethos of Dunkirk Primary School in relation to RHSE, to help and support young people through their physical, emotional and moral development. It is our view that all learning will be enhanced if the children feel safe, secure and that all are valued. Positive relationships are seen as essential. Only then will issues be raised and children will find answers to their questions in what can be a sensitive area. This will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. For more information on our RHSE curriculum, please refer to our RHSE policy.

At Dunkirk, our curriculum is predominantly organised into teaching reading, writing and maths in the morning, and wider curriculum subjects in the afternoon. We use the ACT curriculum as our driver, teaching in blocks of A- About the world, Geography and History, C – Create, DT and Art and 'Take Action'. Where applicable, teaching is thematic, using one central theme to drive pupils learning across subjects. Where cross-curricular connections are not relevant or purposeful to learning, stand-alone lessons or units are used to ensure high quality provision is maintained.

Structure of the week:

All year groups have 2 PE sessions each week

All year groups have a Computing and Music session each week

All Year groups have 3 'ACT' sessions a week which cover Geography, History, Art, DT and a 'Take Action' project

In Y1-3, pupils have weekly RE sessions. In Y4-6 pupils take part in a RE week (termly) as well as weekly knowledge building opportunities

In Y1-6 all pupils have a half-termly RSHE week

In Y3 – 6 all pupils receive a weekly Spanish lesson for 3 half terms

Long term Planning

The school curriculum follows a bespoke programme adapting the curriculum to meet the needs of our cohorts and community. For each subject, the subject leader or scheme provider has created a skills progression and Long-Term Plan as outlined below:

- Geography, History, DT and Art follow the Dunkirk ACT Long term plan created by the appropriate subject lead
- RE planning follows the Nottingham Schools Agreed Syllabus
- In YN-3, Music planning is based on the Charanga Model Music Curriculum scheme of work. In Y4-6, we utilise the Nottingham Music Service to provide weekly music and instrument tuition as well as twice weekly music appreciation sessions.
- IT planning is based on the Kapow scheme of work
- PSHE planning is based on the Discovery Curriculum scheme of work
- Spanish planning is based on the Language Angles scheme of work
- PE planning is based on the PE Planning scheme of work

Medium Term Planning

- IT, Music, Spanish, PE and PSHE follow the medium-term plan in the chosen scheme
- RE, Geography, History, Art and DT follow a medium-term plan created and designed by the Subject Leaders and class teachers

For further guidance on our Short-Term Planning, please refer to our Teaching and Learning Policy which fully outlines the expectations for staff.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving. See guidance in Appendix 1.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, in our SEN policy and information report and in our EAL policy.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Subject meeting review
- Appraisal outcomes
- School Improvement Advisor Review Meeting
- School Records Check

SLT, Curriculum Lead and Subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Work sampling
- Pupil Interview
- Planning monitoring
- Teacher interview – quality of teacher knowledge
- Knowledge Organiser Checks
- Action Project Reviews
- SIP Progress review
- Campus Triangulation

See Appendix 2 for a detailed example of our monitoring schedule.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Appendix 1: Inclusion in Wider Curriculum Subjects

History

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning - High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video for recording - Alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. -Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. <p>Additional adults: Are clear about the lesson objectives; know the sequence of the lesson " understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
Physical Adaptions	Interventions
Environments with reduced sensory stimuli Consider trip venues	Pre and post teach
Assessment	Other things to Consider
Use mind maps and other visual devices to help pupils see patterns and relationships. In relation to learning aims, revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.	Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.

Geography

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<p>Physical Adaptions</p> <p>Environments with reduced sensory stimuli Consider trip venues</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>Use mind maps and other visual devices to help pupils see patterns and relationships. in relation to learning aims Revisiting a mind map of the same area of learning, say after three weeks of studying a geography topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.</p>

Music

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Physical Adaptions	Interventions
<p>Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Handbells are readily available. Consider use of noise cancelling headphones to reduce volume. It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEN and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT.</p>	<p>Pre and post teach</p>
Assessment	Other things to Consider
<p>Pupils who are unable to use their voices to communicate may be unable to complete the requirements of the programmes of study or attainment target relating to singing. In these circumstances, teachers should provide opportunities for pupils to develop strength in depth in other aspects of the programmes of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to singing.</p>	

RE

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<p>Physical Adaptions</p> <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>When assessing pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD).</p> <p>Many of these barriers can be removed by using multi-sensory approaches, e.g. through drama and role-play, visits to places of worship, or sharing special meals.</p> <p>Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy.</p> <p>Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths.</p> <p>Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.</p>

PSHE

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<p>Physical Adaptions</p> <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p>	<p>Interventions</p> <p>Pre and post teach Reaching of Social Skills –including Lego therapy, social communication group, SULP and Emotional Regulation Support – group and 1:1. Choice points</p>
<p>Assessment</p> <p>Similarly, when assessing pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example, to compensate for a lack of first-hand experiences, organise a range of activities such as exploring issues using puppets, toys, play and storytelling.</p>	<p>Other things to Consider</p> <p>Many pupils will not have had positive attachments to a primary carer in their childhood. Some may have had experiences of abuse. Effective PSHE and citizenship will recognise these experiences, make sure discussions do not create barriers by making stereotypical or inappropriate assumptions about home situations, and support pupils in participating and in managing their relationships, emotions and personal decisions.</p>

PE

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<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence -Recognise that the language of science may be challenging for many pupils – for example: 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. -Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction. -Some pupils (e.g. pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way thro <p>Additional adults:</p> <ul style="list-style-type: none"> Are clear about the lesson objectives; Know the sequence of the lesson and understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.
<p>Physical Adaptions</p> <ul style="list-style-type: none"> Balls with bells Rest breaks Alternative activities Make sure the changing facilities are accessible. You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation. Consider what clothing is required for expeditions or camps for pupils who have limited mobility or sensation. 	<p>Interventions</p> <ul style="list-style-type: none"> Pre and post teach Physical Literacy Born to Move Fine Motor Skills (Active Hands)
<p>Assessment</p> <p>Some pupils who are unable to use equipment and materials, including pupils with visual or hearing impairments, may not be able to achieve certain objectives. alternative activities, make your judgements against the level objectives in the context of the activities they are doing.</p>	<p>Other things to Consider</p> <p>Some pupils will require careful management of their physical regime to allow for their specific medical conditions. In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability – see appendix A.</p> <p>Make sure pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations.</p> <p>Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector.</p>

MFL

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures -Use symbols and audio recordings to associate a word and an object -Record themselves or others responding to spoken and written language in different ways -Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. <p>Additional adults:</p> <ul style="list-style-type: none"> Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.
<p>Physical Adaptions</p> <p>Low arousal environments Consider trip venues Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>Pupils who are unable to communicate orally may be unable to complete the requirements of the attainment target relating to speaking. Pupils with hearing impairment may be unable to complete the requirements of the objectives relating to listening and responding. When judgements against objectives are required, assessment of progress should discount these aspects."</p>	<p>Other things to Consider</p> <p>In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: when writing up nouns in a language where the article changes according to gender, use different colours. Pupils may enjoy creating a storyline or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy. Take care with the use of idiom.</p>

Art

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach <p>When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video</p> <ul style="list-style-type: none"> -For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording -To promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. -Use real objects related to the topic – e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. <p>Additional adults:</p> <ul style="list-style-type: none"> Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.
<p>Physical Adaptions</p> <p>Make tasks accessible through pupils using, where appropriate:</p> <ul style="list-style-type: none"> specialist equipment, e.g. specialist scissors and cutting tools generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces. <p>Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</p>	<p>Interventions</p> <ul style="list-style-type: none"> Pre and post teach
<p>Assessment</p> <p>Pupils who are visually impaired may be unable to complete the objectives relating to the visual aspects of art and design. Teachers should provide materials, equipment and resources for pupils to develop strength in depth by making a tactile response.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Allow pupils to explore environments or activities that could be dangerous – e.g. using software that simulates tesserae work in mosaic technique</p> <p>Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work</p> <p>Teaching assistants should give feedback on how well pupils use tools and materials. This is important for more complex tasks that require fine discrimination and manipulation (e.g. measuring or cutting accurately).</p>

DI

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording -To promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. -Use real objects related to the topic – e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. <p>Additional adults:</p> <ul style="list-style-type: none"> Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.
Physical Adaptions	Interventions
<p>Make tasks accessible through pupils using, where appropriate:</p> <ul style="list-style-type: none"> specialist equipment, e.g. specialist scissors and cutting tools generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces. <p>Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</p>	<p>Pre and post teach</p>
Assessment	Other things to Consider
<p>Pupils who are visually impaired may be unable to complete the objectives relating to the visual aspects of art and design. Teachers should provide materials, equipment and resources for pupils to develop strength in depth by making a tactile response.</p>	<p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Allow pupils to explore environments or activities that could be dangerous – e.g. using software that simulates tesserae work in mosaic technique</p> <p>Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work</p> <p>Teaching assistants should give feedback on how well pupils use tools and materials. This is important for more complex tasks that require fine discrimination and manipulation (e.g. measuring or cutting accurately).</p>

Monitoring Cycle

Governor's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Subject review meetings	Link Governor	Focus: <ul style="list-style-type: none"> • English • History • Art • PSE 	<ul style="list-style-type: none"> • Check that the subject leader has informed and evidenced knowledge for their subject, including assessment (where appropriate), provision plans, pupil attitudes and impact. • Carry out subject leader meeting and accompanied learning walk. • Review the subject leader's action plan and progress towards it 	P&P feedback
Appraisal outcomes review		Focus: <ul style="list-style-type: none"> • Appraisal outcomes • Appraisal targets 	<ul style="list-style-type: none"> • Review and ratify the appraisal outcomes decision made by appraisal leaders • Review the agreed appraisal targets and check they are in line with the school's appraisal policy 	FGB minutes
School Improvement Advisor review meeting		Focus: <ul style="list-style-type: none"> • School performance • Progress 	<ul style="list-style-type: none"> • Attend the SIA meeting with the HT and SLT • Check that school performance judgements are accurate • Review progress made against SIA targets 	FGB minutes

Head Teacher's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Appraisal meetings	HT	Focus: <ul style="list-style-type: none"> • To set targets for the coming year 	<ul style="list-style-type: none"> • Review previous year targets • Teachers are clear of their individual appraisal targets for the school year, and how their progress will be measured and reported • SLT and teachers agree on individual pupil targets in reading, writing and maths 	Appraisal review document Appraisal target document
Appraisal teacher observations	HT	SIP focus: <ul style="list-style-type: none"> • Appraisal review 	<ul style="list-style-type: none"> • Check on progress teachers are making towards their appraisal targets • Clear feedback given and development points agreed • Best practice identified to be shared • Support plans created if necessary with agreed end point monitoring 	P&P feedback
Learning walk	HT	Focus: <ul style="list-style-type: none"> • Environment • Behaviours for learning • Class expectations 	<ul style="list-style-type: none"> • Check on all classes aiming for all areas to consistently reflect the school's policies and expectations • Individual feedback given; best practice examples shared with appropriate teams and individual/ year group support planned 	SDC leadership report Individual feedback form
Well-being review meeting	HT	Focus: <ul style="list-style-type: none"> • Children's well-being • Staff well-being 	<ul style="list-style-type: none"> • Meeting with the well-being leads from each campus to discuss the well-being of staff and children • Meeting with School Council to discuss classroom well-being practices and playground issues • Review of well-being action plan, adapting where necessary 	

Deputy Head Teacher's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Reading review End of half term	DHT	Focus: <ul style="list-style-type: none"> • Reading strategies • Accuracy of book bands • Use of reading records 	<ul style="list-style-type: none"> • Ensure accuracy of book band determination, along with evidence for the decision • Check pupils are reading with appropriate strategies for their age and stage • Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Individual feedback form
Phonics learning walk	Abbey DHT	Focus: <ul style="list-style-type: none"> • Fidelity • Updates • Progress 	<ul style="list-style-type: none"> • Ensure all classes are consistently applying the scheme and the agreed teaching sequence • Check that pupil assessments are accurate • Review progress data 	SDC leadership report Individual feedback form
Behaviour review	DHT	Focus: <ul style="list-style-type: none"> • Identification of patterns • Plan actions 	<ul style="list-style-type: none"> • DHT know patterns of behaviour on each campus • Behaviour plans in place for key children and classes • Support for staff is planned and implemented if needed 	P&P report IBP if needed
Data analysis Reading, writing and maths	DHT	Focus: <ul style="list-style-type: none"> • Attainment • Progress • PP/SEND/EAL (20%) 	<ul style="list-style-type: none"> • Teachers clear on the progress and attainment made by their current class in relation to their starting points and to their end of Key Stage targets • Check on individual children's progress towards their appraisal end of year target in reading, writing and maths • Pupil progress meetings planned with target children identified for support. 	SDC leadership report PP Gov update

SENDCo's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Reading review Lowest 20%	SENDCo	Focus: <ul style="list-style-type: none"> • Reading strategies • Accuracy of book bands • Use of reading records 	<ul style="list-style-type: none"> • Ensure accuracy of book band determination, along with evidence for the decision • Check pupils are reading with appropriate strategies for their age and stage • Check that lowest 20% engage with reading at home and the reading record system. 	SDC leadership report Individual feedback form
SEND review	SENCO	Focus: <ul style="list-style-type: none"> • Identification of pupils • Progress against IEP targets • Impact of interventions • Learning walk 	<ul style="list-style-type: none"> • Check that provision matches planned action in the IEP • Check that planned actions and support are making an impact on the individual child, and progress is made in regards to their IEP targets • Review in-class provision for named pupils 	SDC leadership report Report to SLT

Curriculum Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Knowledge organisers check	Curriculum Lead	Focus: <ul style="list-style-type: none"> Clarity of learning objective Pitch of learning objective ACT curriculum 	<ul style="list-style-type: none"> Knowledge organisers consistently follow the school's expectations Key learning is highlighted and is pitched correctly for the class and the year group Breadth of knowledge is planned for ACT curriculum is exemplified Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Report to SLT Individual feedback form
Action Project	Curriculum Lead	Focus: <ul style="list-style-type: none"> ACT curriculum Action Project 	<ul style="list-style-type: none"> To check that teachers' planning follows the structure of the ACT curriculum To check that teachers' plan for a relevant Take-Action project To review the effectiveness of the Take-Action project 	SDC leadership report Report to SLT Individual feedback form

English and Maths Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Work sampling monitoring – maths and English Mid half term	Maths lead English lead	Focus: <ul style="list-style-type: none"> Content Presentation Feedback Transition 	<ul style="list-style-type: none"> Ensure consistency across classes Ensure work is maintained at the standard in-line with the expectations from their previous year group in terms of learning and presentation Marking and feedback impacts on new learning Individual feedback given; best practice examples shared with appropriate teams and individual support planned 	SDC leadership report Report to SLT Individual feedback form
Learning Walk/ pupil interview	Maths lead English lead	Focus: <ul style="list-style-type: none"> Use of the Environment Impact of Feedback Engagement 	<ul style="list-style-type: none"> Ensure consistency across classes Check that pupils use the environment to support their learning Check on pupils' attitudes to learning Ensure that the feedback policy is implemented correctly and makes an impact on the pupils' learning 	SDC leadership report Report to SLT Individual feedback form

Science Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Long term planning	Science lead	Focus: <ul style="list-style-type: none"> Long term planning document 	<ul style="list-style-type: none"> Check that long-term planning matches the school's agreed sequence of teaching Check that agreed structure and resources are in place 	SLT report
Quality of teaching - knowledge	Science lead	Focus: <ul style="list-style-type: none"> Quality of teaching Knowledge 	<ul style="list-style-type: none"> Subject review to review the knowledge element of the Science curriculum through book-looks and a learning walk Pupil interview to ascertain if the children are remembering more. 	SLT report

History/ Geography Lead's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Work sampling and pupil interview	History/ Geography lead	Focus: <ul style="list-style-type: none"> Impact Pupil engagement Quality of work 	<ul style="list-style-type: none"> Check that pupils have a secure understanding of the knowledge element of the theme, and that they remember more Check that the knowledge gained matches that planned on the knowledge organiser Discuss the theme with pupils to gauge their engagement and attitude to the theme Comparison between quality of work in theme books and work in English books to ensure consistent application. Check the use of the ACT booklet at Abbey Campus, and the pupils' understanding. 	SDC leadership report Report to SLT

Wider Curriculum Subject Leader's Monitoring			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
Curriculum area overview	Subject leader	Focus: <ul style="list-style-type: none"> PE (half term1) RE (half term2) 	<ul style="list-style-type: none"> Check that school policy/ scheme of work is being consistently followed Check of pupils' attitudes to the subject Ensure consistency in quality of work between subjects and across classes with a year group 	SDC leadership report Report to SLT Individual feedback form
PE planning	Subject leader	Focus: <ul style="list-style-type: none"> Planning Resources 	<ul style="list-style-type: none"> Check that long-term planning matches the school's agreed sequence of teaching Check that agreed structure and resources are in place 	SLT report

End of term Monitoring Summary			Term: Autumn	
Action	Who	Purpose	Intended Outcome	Reporting
SIP progress review	HT DHT SENDCo Curriculum lead Maths lead English lead	Focus: <ul style="list-style-type: none"> SIP priorities 	<ul style="list-style-type: none"> To collate all monitoring evidence in order to judge progress towards the SIP targets Develop next development steps, plan PDMs and design individual/ group CPD 	HT report to Governors
Campus triangulation	SLT	Focus: <ul style="list-style-type: none"> Campus performance 	<ul style="list-style-type: none"> To gather all monitoring and appraisal information in order to judge the overall performance of each campus and the school To plan next steps for individuals, groups, a campus and/ or the whole school 	HT report to Governors

CURRICULUM POLICY

